

POLS 720 Indigenous Theory

Spring 2012

Mondays, 3:00-6:00pm

BusAd E202

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This semester, Dr. Aikau and Dr. Goodyear-Ka'ōpua are teaming up to teach Indigenous Theory. We are also experimenting with the format. The class will meet during the first nine weeks of Spring semester in classroom sessions of 3 hours, have a break, and come back together at the end of the semester to workshop papers and wrap up the semester. Our goal is to see how the extended class sessions work which allow for time to focus on research and writing.

Course Description

According to Jeff Corntassel, “Being Indigenous today means engaging in a struggle to reclaim, regenerate and continually renew one’s relational, place-based existence, in opposition to the ongoing, destructive forces of colonization and capitalism.” Fundamental to renewing our relationships is the restoration of indigenous knowledge systems and practices as well as acknowledging and accepting one’s responsibility and authority to care for the land, water, community, and ancestors. In the Hawaiian language we call this *kuleana*. In addition to being a valued principle it also refers to the specific lo‘i kalo (taro patch) that a family or community cared for and was then afforded the right to use the resources produced there. Thus a particular lo‘i kalo farmed by a family was called their kuleana. This course takes a broad brush-stroked look at the process of regenerating indigenous knowledge systems, our land based and water based practices, and the kuleana associated with this renewal and restoration process. Arguably, one of the biggest challenges we face in Hawai‘i as we work to regenerate our indigenous knowledge systems and land and water based practices is the US military industrial complex. Kyle Kajihiro describes the US military as a giant he‘e (octopus) whose body sits atop Hawai‘i and whose tentacles extend across the Pacific affecting everything in its path. This course will focus on the intersection of these two endeavors – first we will begin by establishing a shared understanding of indigeneity as a concept, a political identity, and a place from which theory is produced. We will then move into a more sustained look at the various ways indigenous scholars approach the production of indigenous theory. Knowledge claims lay the foundation for what constitutes truth, facts, logic, argumentation as well as the strategies of resistance one deploys. Far too often, Western “ways of knowing” or epistemologies take on hegemonic status rendering “Other” epistemologies inferior by claiming they are not theory but merely descriptive. In this course, we will de-center hegemonic ways of knowing in order to explore how indigenous scholars are producing knowledge and theorizing, for and about their peoples. We will then shift gears a bit and look at the literature on militarization, broadly before bringing the discussion to the Pacific and then to Hawai‘i. As feminists contend, militarization is a highly gendered process and liberation is not possible without also dismantling patriarchal systems and structures of domination that correspond with these structures of power. In this course we take an intersectional approach to understanding militarization and demilitarization.

Required Texts

All books are available for purchase from Oliver Lee, Saunders 634 (Mon -Thurs 1- 5 pm). Professor Lee can be reached at 956-3688.

- Aguon, Julian. 2006. *The Fire This Time: Essays on Life Under US Occupation*. Fort Lauderdale, FL: Blue Ocean Press.
- Atleo, Eugene. 2004. *Tsawalk: a Nuu-chah-nulth Worldview*. Vancouver: UBC Press.
- Byrd, Jodi. 2011. *The Transit of Empire: Indigenous Critiques of Colonialism*. Minneapolis: University of Minnesota Press.
- Camacho, Keith. 2011. *Cultures of Commemoration: the Politics of War, Memory, and History in the Mariana Islands*. Honolulu: University of Hawai'i Press.
- Deloria, Vine. 2006. *The World We Used to Live In: Remembering the Powers of the Medicine Men*. Golden, CO: Fulcrum Publishing.
- King, Thomas. 2005. *The Truth About Stories: A Native Narrative*. 1st ed. Minneapolis: University of Minnesota Press.
- Perez, Craig Santos. 2010. *From Unincorporated Territory [Saina]*. Omnidawn Publishing, July 9.
- Walker, Isaiah. 2011. *Waves of resistance: surfing and history in twentieth-century Hawai'i*. Honolulu: University of Hawai'i Press.
- Warrior, Robert. 2005. *The People and the Word: Reading Native Nonfiction*. 1st ed. Univ Of Minnesota Press, November 10.

Additional Readings

These readings are available on Laulima.

- Cajete, Gregory, 2006. "Western Science and the Loss of Natural Creativity," in *Unlearning the Language of Conquest: Scholars Expose Anti-Indianism in America*, Four Arrows, editor. Austin: University of Texas Press.
- Cashman, Kimo. 2009 "Still Looking in the Hole with my Three-Pronged Cock: Fire the Pohaku Cannon," *AlterNative* 5(2): 29-45.
- Jeff Corntassel, 2008. "Toward Sustainable Self-Determination: Rethinking the Contemporary Indigenous-Rights Discourse," *Alternatives*. 33 (1): 105-.
- Smith, Andrea. 2006. "Three Pillars of White Supremacy: Rethinking Women of Color Organizing," *Color of Violence: INCITE! Women of Color Against Violence*. South End Press.
- Teaiwa, Teresia. 2000. "Bikinis and other S/Pacific N/Oceans," in *Voyaging through the Contemporary Pacific*, David Hanlon and Geoffrey White, editors. New York: Rowan & Littlefield Publishers, Inc.
- 2008. "Globalizing and Gendered Forces," in *Gender and Globalization in Asia and the Pacific: Method, Practice, Theory*. Kathy E. Ferguson and Monique Mironesco, editors. Honolulu: University of Hawai'i Press.
- Wolfe, Patrick. "Settler Colonialism and the Elimination of the Native," *Journal of Genocide Research*, 8 (2006), 387-410.

Recommended but not Required:

Enloe, Cynthia. 2007. "Diverse Lives of Militarized and Demilitarized Women: Globalizing Insights from Local Japanese Places" and "Conclusion: The Global, The Local and The Personal" in *Globalization and Militarism: Feminists Make the Link*. New York: Rowan & Littlefield Publishers, Inc.

Ferguson, Kathy E. 2009. "The Sublime Object of Militarism." *New Political Science*. 31(4): 475-486.

Gegeo, David Welchman and Karen Ann Watson-Gegeo. 2001. "How we Know: Kwara'ae Rural Villagers doing Indigenous Epistemology" *The Contemporary Pacific* 13(1): 55-88.

Kajihiro, Kyle. 2008. "The Militarizing of Hawai'i: Occupation, Accommodation, and Resistance," in *Asian Settler Colonialism: From Local Governance to the Habits of Everyday Life in Hawai'i*, Candace Fujikane and Jonathan Y. Okamura, editors. Honolulu: University of Hawai'i Press.

Course Requirements

1. Participation and Attendance: 20%

The success of our course depends on participation by all members of the class. Please read the assigned material and come to class prepared to discuss them. During the process of discussion differences in opinion may arise so it is extremely important to be courteous and respectful of each other in all of our discussions. **If you miss four (4) or more class sessions, you will get a zero for your participation grade.** Repeated tardiness will count as an absence.

2. Discussion Leader: 10%

Once during the semester, each student will be responsible for leading discussion of the readings assigned for that day. You should prepare a 15-20 minute presentation of the material which should include but is not limited to a brief intellectual biography of the author(s), summary of reviews written about the text (if available), discussion of the theoretical tradition and/or contributions of the text and questions for further discussion. Discussion leaders are encouraged to integrate the blog postings and comments into your presentation of the material.

3. Weekly Blog with comments: 20% (blog postings) + 10% (comments)

In lieu of the weekly reaction papers that are typically only read by the instructors, I have established a POLS 720 Blog on blogger.com. Each of you will be invited to join the blog and will be able to post and comment. The blog is private, only the class participants will be able to access it. Each week (at least) one student will be the primary blogger and will be responsible for posting their reaction to the readings to the blog by the Thursday before class (20%). Additionally, each student will be responsible for commenting on at least two postings throughout the semester. The comments should substantively engage with the primary post while also reflecting their own engagement with the readings (10%).

4. Term Paper: Abstract + Draft 20% + Final Paper 20% = 40%

You will write a 20 – 25 page paper on a topic of your choosing that relates to any of the themes we have covered in class. This paper can be a chapter for your thesis, a paper you would like to present at a conference, an article you would like published in an academic journal, or the theoretical portion of a research proposal. You will be expected to write a 250-word abstract of the proposed paper, which will be graded on a plus/check/minus basis. Please state how you would like to use this paper so that we can direct our comments towards that goal.

Late Work: If students have special circumstances that prevent them from turning an assignment in on time **PRIOR** arrangements must be made. Otherwise, late work will not be accepted.

No incompletes will be given for this course unless there are extenuating circumstances in which case a contract must be drawn up with a plan for completion.

Academic Dishonesty: It is the responsibility of the student to be aware of and in compliance with the university’s policies regarding academic dishonesty. Any academic dishonesty is taken seriously. You will be referred to the department chair and will be dealt with according to university policy

Reasonable Accommodation Policy: If you feel you need reasonable accommodations because of the impact of a disability, please 1) contact the KOKUA Program (V/T) at 956-7511 or 956-7612 in room 013 of QLCSS; 2) speak with me privately to discuss your specific needs. I will be happy to work with you and the KOKUA Program to meet your access needs related to your documented disability.

Course Schedule

Date	Topic	Readings/Assignments
Jan 9 Noelani	Introductions: Building a Foundation	READ: Wolfe “Settler Colonialism and the Elimination of the Native”; Smith "Three Pillars of White Supremacy”; Corntassel “Toward Sustainable Self-Determination”
Jan. 23 Hoku	Indigeneity and Colonialism	READ: Byrd <u>Transits of Empire</u>
Jan 30 Hoku	Indigenous Intellectual Histories	READ: Warrior <u>The People and the Word</u> Due: 250 word Abstract (10%)
Feb 6 Noelani	Indigenous Theory	READ: Deloria <u>The World We Used to Live In</u>
Feb. 13 Hoku	Indigenous Theory	READ: Atleo <u>Tswalk</u> ; Marrie “Indigenous Sovereignty Rights”; Cajete “Western Science and the Loss of Natural Creativity”
Feb 27 Noelani	Mo‘olelo and story telling	READ: King <u>The Truth about Stories</u> ; Cashman “Still Looking in the Hole”
March 5 Noelani	Storied places	READ: Aguon <u>The Fire This Time</u> ; Perez <u>From Unincorporated Territory (Saina)</u> ; Teaiwa “bikinis and other s/pacific n/oceans”
March 12 Hoku	Memory, history, and War	READ: Camacho <u>Cultures of Commemoration</u>
March 19 Both	Writing Indigenous History	READ: Walker <u>Waves of Resistance</u>

Week 10-14	Research and Writing	Due: April 18, First full draft (20%)
April 23	Writing Workshop Becky, Gerry, Jolyn	
April 30	Writing Workshop Kahikina, Tuti, Kaleio	
May 7		Due: Final Papers (20%)